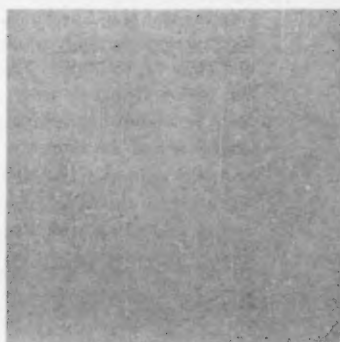
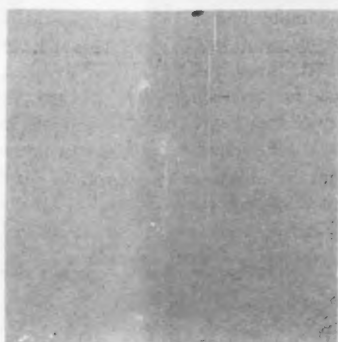


JANUARY 1953

*This night view of the main building of the United Nations
shows the UN headquarters being illuminated for the first time.*

UNITED PRESS PHOTO

The American Teacher



A Tribute to William Green

THE FACT that nothing is static, that change is inevitable, was forcefully brought to the attention of the American people, especially to the American labor movement, during the month of November. Scarcely had the news spread throughout the country that the electorate had changed from a Democratic to a Republican administration when suddenly William Green, President of the American Federation of Labor, and Philip Murray, President of the Congress of Industrial Organizations, died within a few days of each other.

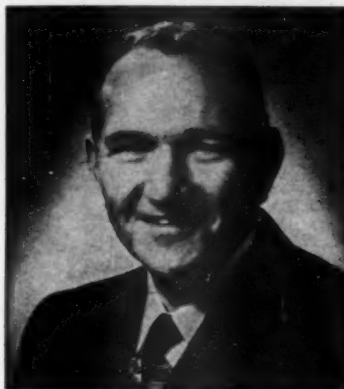
The passing of these men, who had lived their lives fighting for the cause of workers throughout America and spreading their influence throughout the world, represents a great loss to all avenues of society. Governor Stevenson, speaking before the CIO convention memorial services for President Philip Murray, expressed this same thought when he said:

"Millions of Americans have a personal dignity their fathers never knew because Murray and others like him helped these workers to stand on their own feet."

We, of the American Federation of Teachers, feel the loss of President William Green more keenly because of his sincere dedication to the cause of education and to the promotion of teacher welfare. During his tenure of office, the many requests of the AFT for help, for counsel, for encouragement were always received with hearty cooperation.

One of the finest tributes to President Green occurred during the early part of 1942, just after America had entered the war. Groups of industrialists had become concerned because they realized that financing the war would be extremely costly. They concluded that the only way the war could be financed without increasing taxes substantially would be to curtail local and state expenditures. Thereafter, throughout the nation demands were made for retrenchment in school expenditures, since they represented one of the largest items in the budgets.

At the request of the AFT and the education committee of the AFL, President William Green set up a meeting with President Roosevelt to discuss this alarming turn of events. At the



CARL J.
MEGEL

time set for the meeting, neither the AFT nor the AFL had representatives available; so President Green went alone to the White House to confer with President Roosevelt regarding the serious threat to the public schools.

Sitting across the table from the President, William Green stated his case and then said: "Mr. President, if educational expenditures and opportunities are curtailed, we will have lost the war before we have begun it." We have reason to believe that as a result of this conference, President Roosevelt was persuaded to use his influence to expand and increase educational opportunities throughout America, at a time when our country was engaged in an all-out war.

It was ever thus with the American labor movement. Samuel Gompers, founder of the AFL, saw clearly that a democracy functions successfully in direct proportion to the intellectual caliber of all of its citizens. William Green, following the example of Samuel Gompers, directed the AFL in a program which consistently supported the development and extension of our system of free public education. American education has had no finer friend than the AFL.

This rich heritage offers a challenging record of achievement to George Meany, the new president of the AFL. The AFT is confident that in honoring the memory of William Green, George Meany will carry on with the same wholehearted devotion. His dedication to the cause of education for all the people offers hope and inspiration to us in the spirit of our past illustrious leaders.

JANUARY 1953

The American Teacher

Volume 37, Number 4

- 2 The President's Page—*A Tribute to William Green*
by CARL J. MEGEL
- 4 The Secretary-Treasurer's Page—*Class Size and Child Delinquency*
by IRVIN R. KUENZLI
- 5 *The Tape Recorder as an Aid to Reading*
by DICK WRIGHT
- 6 *How Should the Teacher Present Controversial Issues?*
by HARRY BALL
- 7 *Teachers Worth \$1,000 per Month, Says Psychiatrist*
- 8 *A Year of Decision for Educational TV*
- 9 *The Teacher's Investment in His Education*
- 10 *The United Nations and National Loyalties*
by JAIME TORRES BODET
- 15 *UNESCO and Patriotism*
by REBECCA SIMONSON
- 17 *The Challenge of the United Nations to the Teacher*
by ROBERT G. STAINES
- 19 *Teachers' Tenure in Sweden*
by BRUNO GUSTAFSSON
- 22 *The Human Relations Front*
by LAYLE LANE
- 23 *Labor Notes*
- 25 *Books and Teaching Aids*
- 27 *News from the Locals*

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Class Size and Child Delinquency

ON November 12, 1952, I represented the AFT at a conference in Washington, D.C., sponsored by the Children's Bureau of the Federal Security Agency and the Office of Education, to discuss the crucial problem of child delinquency in the United States. The conference was called cooperatively by these two agencies of the federal government, which are directly concerned with the welfare of the nation's children, in an attempt to try to find some remedy for the alarming increase in child delinquency in the United States. Representatives were present from agencies which try to provide remedial treatment for children and youth after they become delinquent, as well as from educational and welfare agencies which are concerned primarily with the prevention of delinquency.

One of the most alarming facts in relation to the care and training of the children and youth of the United States is that the great majority of new criminals are either of school age or just beyond school age. Criminal tendencies of children and youth constitute, therefore, one of the major educational problems at the present time.

Crime costs far more than education

Before World War II the total cost of crime and delinquency in the United States was estimated at 15 billion dollars, more than six times the total cost of the nation's public schools at that time. While recent data are not available, it is probable that the cost in 1952 dollars exceeds 25 billion dollars, still nearly six times the total cost of the nation's public school system. Like all other costs under wartime inflation, the costs of crime have increased tremendously.

Experts in child welfare have estimated that an adequate program of child care in the public schools might easily reduce the cost of crime and delinquency as much as 20%. If this could be accomplished the saving would probably be more than five billion dollars—*more than the total cost of public education in the United States.* The saving of children and



IRVIN R.
KUENZLI

youth from lives of misery and degradation would, however, be of far greater importance than the huge monetary savings which would result from a sound program of preventative and remedial education for problem children.

One of the major difficulties in relation to child and youth delinquency is that the practical procedures which are necessary to prevent delinquency are costly—although far less costly in the long run than delinquency itself. Classroom teachers are well aware of the fact that overcrowding of classrooms, with the consequent inability to give adequate attention to problem children, is an outstanding cause of child delinquency. A recent study of problem children in the state of New York indicated that a large percentage of the delinquent children could have been saved from their illegal behavior if someone had "cared" sufficiently to have an interest in them. Deserted by the home, they needed special care and guidance in the classroom. Classroom teachers with classes sufficiently small to make possible individual attention to each problem child could have prevented the delinquency of a large percentage of these children who developed anti-social attitudes because of a feeling of "unwantedness."

In nearly every major conference on child delinquency the fact is brought out that the delinquency of parents and the widespread deterioration of home life are major causes of delinquency and crime. While there is much truth in this statement, the schools cannot well

undertake the responsibility of raising the moral standards of the home. The school must take the children as they come from the home and do the best possible for them despite their adverse home environment. This additional duty "in loco parentis" which has devolved upon the classroom teacher makes smaller classes not only desirable but imperative.

The path of the average delinquent child is well established: dissatisfaction in school; truancy; petty crimes; major crimes; imprisonment. The White House Conference on Children and Youth in 1950 emphasized as a general goal the happiness and well-being of the child. Applied to the classroom this means that the teacher must be able to discover the interests, aptitudes, and abilities of each individual child and employ them in promoting a constructive development of the whole child. A teacher with forty or fifty children in a classroom cannot hope to carry out effectively this essential phase of the educative process.

AFL advocates maximum class size of 25

In its overall education program issued in relation to World War II the American Federation of Labor instructed its affiliated bodies to work for class size in the public schools not to exceed twenty-five pupils. This does not mean that there should be an average of twenty-five pupils but that there should not be more than twenty-five pupils in any class. Many school systems with seriously overcrowded classrooms make a practice of including non-teaching personnel—administrators, supervisors, guidance

counselors, etc.—along with classroom teachers in computing the class average in order to conceal the actual number of children in classes. Such a practice is not in the best interests of children and, in itself, tends to promote delinquency. A major step forward in solving the crime and delinquency problem would be to adopt on a national scale the AFL recommendation that all overcrowded classes be reduced to a maximum of twenty-five pupils. This recommendation is consistent with the long stand of the AFL in defense of the rights of the child and in support of adequate public education as the indispensable foundation of our democratic society.

The United States cannot be proud of the fact that it is spending some five billion dollars on public education and more than twenty-five billions on crime and delinquency, and that those educational measures which are essential to the prevention of child and youth delinquency are constantly shoved aside as too costly. Conferences on child delinquency will accomplish little until we adopt a constructive and functional remedial program in the public schools, including smaller classes (not to exceed twenty-five), more trained experts in child welfare, more playgrounds and summer camps, and an expanded curriculum adjusted to the needs and aptitudes of problem children. One of the most costly phases of education in the United States is the shortsighted and tragic policy of not providing these services for the nation's children.

The Tape Recorder as an Aid to Reading

By DICK WRIGHT, Jackson, Michigan

IN THE prison school at Jackson, Michigan, the tape recorder is being used by Allan Krische as a teaching aid to enable adult students who are learning to read to observe and correct the mistakes which they make when reading orally. Mr. Krische, a graduate of Northern Michigan College of Education, maintains that most students fail to correct their mistakes because they cannot concentrate on listening to themselves while they are reading. Reading into a tape recorder tends to eliminate this difficulty.

"Playbacks bring the student face to face with his mistakes," says Mr. Krische. "Thus

he detects his own weaknesses and develops a personal impetus toward improvement.

"The largest single difficulty, and one that is soon overcome," says Mr. Krische, "is getting students to forget the recorder completely while they are reading. After this is done, there is usually an apparent improvement in reading ability."

The tape recorder has become a regular feature in the prison classes. Mr. Krische believes that its use improves both reading and speaking. He feels that children in the schools would also be helped by using tape recorders in this way.

How Should the Teacher Present Controversial Issues?

The New York City Board of Education answers this question in a new bulletin, "Social Studies—A Guide to Teachers."

By HARRY BALL

Mr. Ball, a member of the New York Teachers Guild, AFT Local 2, is a teacher in Abraham Lincoln High School, New York City.

IN THE decade of the great depression, in the thirties, many educators turned to the view that the schools in our society should be an active agent of political and social transformation, that the schools should "dare to build a new social order." During World War II, when we were fighting for survival against fascism, the emphasis shifted in terms of the needs of the day, toward positive indoctrination of the righteousness of our cause and of the ideals of our form of democracy. Since World War II, the central issue in our civilization has been shaping up as Communism against Democracy. Because of great pressure on the schools and universities by various groups, and because of the fear, insecurity, and hysteria in some cases, the emphasis has been shifting to an insistence on uncritical loyalty to our political and social system, and to indoctrination against Communism and for our type of democracy. Some alarmists, for reasons of their own, would have us think that there is a veritable intellectual reign of terror prevailing in the schools. This, of course, is not true. However, many teachers have been troubled or frightened by the recent trends. One of the major questions raised by teachers is, "How free are we to teach controversial issues? What are our rights and our responsibilities in regard to this difficult problem?"

The Board of Education of The City of New York, in Curriculum Bulletin No. 5, 1951-52 series, called "Social Studies—A Guide to Teachers," has made an attempt to state policy and to make clear how controversial issues should be handled. First of all, it must be said that the Board of Education recognizes the

absolute necessity and value of teaching controversial issues. This is an answer to some who ask that we teach only those things about which there is common agreement. The bulletin says, "It is therefore the obligation of the school to present appropriate controversial topics in such a manner that young people will begin to acquire the intellectual habits of searching for *all available facts*, of striving for understanding, and of forming rational judgments."

This is a call for indoctrination but it is the indoctrination of a wholesome set of attitudes rather than the indoctrination of any one conclusion or set of conclusions on controversial issues.

Controversies are inevitable in a democracy

It is the view of the Board of Education that American democracy is based on a set of definite values and deep convictions. Among these are the belief in the dignity and the worth of the individual, the right of each person to freedom of speech, press, and religion. Controversies are inevitable where people are free and interests differ. The need for change in a dynamic technological civilization such as ours is also recognized. The report calls for orderly adjustments and the settling of controversy by orderly processes, by reason, and by the weight of evidence. "The school must inculcate these and other democratic principles."

What should be the position of the teacher when controversial topics arise? To us who are teachers and members of the American Federation of Teachers, affiliated with the American labor movement, some special problems are raised by this guide. The Board does

not expect the teacher to be neutral. To be neutral on the burning issues of the day requires that you be indifferent or that you have the quality of transcendence of a god. The Board says, therefore, "As a well-informed and active, intelligent citizen, *the teacher cannot and should not be neutral, but must be fair.*" One wonders what this means in a concrete situation, let us say, when the topic is the Taft-Hartley Act. Would it not be fair to have the views of organized labor fully and carefully presented along with the usual material that presents the other side? In how many schools and communities in the nation is the teacher privileged to act with such freedom and responsibility?

The Board of Education of the City of New York deserves praise for this statement of faith

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in reason, in human intelligence, and in the democratic process. Only the *proper application* and *practical implementation* of these ideals will strengthen democracy in our day.

Teachers Worth \$1,000 per Month, Says Psychiatrist

"THERE would be more public school teachers getting a thousand dollars a month," said Karl A. Menninger of the Menninger Foundation School of Graduate Psychiatric Training of Topeka, Kansas, at a meeting of the National Citizens Commission in St. Louis, "if the American people meant what they said about the importance of our children and their mental health.

"Do we really want mentally healthy children? Do we really want teachers who can contribute to their mental health? If so, we would reward teachers as well as we do doctors. If the doctor is worth what we expect of him, we expect him to earn a thousand dollars a month. Why not teachers?

"Next to parents themselves, no one has an influence comparable to that of teachers on the mental health of children.

"What parts of the school program most need study and action by citizens? At what point can we do something with the hope of success? The individual school teacher is the point at which we should put our effort. We should learn more of the character and personal qualities of the school teacher. The effects of the teacher's personality on children are underestimated, while we overstress the techniques of education.

"Education in an official sense continues to regard itself as something intellectual, denies

the contribution of emotion to human life and learning. Education officially fails to require of its teachers any preparation or qualifications for the emotional aspects of teaching.

"Teaching methods, curriculum, discipline—none of these are relatively important. What the teacher is matters more than what he does. What the teacher is and what motivates him in teaching is far more important than what or how he teaches. Is a man teaching because he loves children and wants to give, or hates children and wants to make them mind or learn? The value system of the teacher matters. His ideals, his emphasis, his attitudes, his patterns of love and hate, his techniques of human interrelationships.

"We need more men teachers in the elementary schools. Children accept knowledge and begin to learn because of love. Boys should identify themselves with the masculine image as well as with the feminine image. Private schools sometimes go off the deep end in having only men teachers, even for the smallest children. The presence of more men teachers in the schools would be a great contribution to the mental health of all children. The presence of more men in the elementary schools would follow automatically the increases in pay for teachers justified by their social services."

From "The Bulletin,"

Massachusetts State Branch of AFT.

A Year of Decision for Educational TV

"BE SURE that your community has been able to get the Federal Communications Commission to assign a channel for a non-commercial educational television station," writes George Hammersmith, chairman of AFT's standing committee on education through new media. "If a channel has not been assigned, get the educational forces of your community to organize, to select a leader, and to seek guidance and direction from experts like Paul C. Reed, assistant director of the Joint Committee on Educational Television and editor of *Educational Screen*. It is already quite evident that the action to reserve channels for non-profit, education-operated TV stations will stand out in the years to come as one of the most important contributions ever made to the development of American education."

Toledo's citizens act

In Toledo, where Mr. Hammersmith is Supervisor of the Visual Aids Department of the Board of Education, a citizens' committee of 80 representing the educational interests in the whole area have met with Superintendent of Schools E. L. Bowsher, Director of Radio Harry D. Lamb, and Ray Baldwin, president of the Toledo Board of Education, and have taken action to work out the major problems involved in setting up a television station. The community of Greater Toledo has made application for one of the 242 channels allotted by the FCC for educational purposes. The task now is to find out how to make the best use of this great potential educational force.

Educational channels may be reassigned

In a recent issue of the *Teachers College Record*, publication of Teachers College, Columbia University, Dr. Harold E. Wigren, director of audio-visual education for the public schools of Houston, Texas, warns that educational channels allocated last April may be reassigned by the FCC if they are not effectively used within a year's time. He urges that educators throughout the country work with leaders in their communities to set up community television stations and develop TV

programming that is specifically educational rather than merely entertaining.

Requirements for an educational TV program

To distinguish the differences between educational and commercial TV, Dr. Wigren outlines ten basic requirements for an educational TV program:

1. It should have an educational purpose. Much of what has been called "educational" on TV has only had an incidental education purpose. Education, on television as in the classroom, can become a long-range, consistent, and continuous process of planning, organizing, and guiding learning experiences of individuals for effective living.

2. The possibility of building next week's program on this week's must be inherent in any educational undertaking. At times, a single program will be educationally valuable because some ideas lend themselves to satisfactory presentation in a single program. However, when the topics are complicated, the material can best be presented in a series of programs.

3. The program should be based on an educational philosophy consistent with democratic values. An educational program must never be guilty of reflecting the prejudices of the community it serves. Instead, it should cause citizens to look critically and searchingly at their prejudices with a view to eradicating false impressions and inaccurate mental pictures of other peoples. Educational programs have an obligation to foster respect for all citizens regardless of their race, nationality, occupation, or religion.

4. The program should be built on the needs and problems of the viewers. Educational television can help communities solve problems in housing, health, labor relations, safety, intergroup relations, and communication. Present commercial programming too often builds upon the needs of the advertiser rather than the needs of the viewer.

5. The program should be a means of growth and development by the viewer. Good

programming can challenge the viewer to stretch his own thinking.

6. It should suggest ways in which the viewer can use the information or skills effectively in his daily living. This can be done by having the viewer either help plan the program, or participate in discussion groups after the program, or practice a skill discussed on the program.

7. It should be designed for a particular group of viewers, rather than for general audiences. Because educational programs are not competing in the open market with commercial programs, they should be geared to particular viewing groups rather than to everyone. They must keep these viewers in mind at all times—their age, intelligence, and experience.

8. It should, at all times, maintain a devotion to truth. An educational program which oversimplifies or over-dramatizes issues in order to obtain wider audiences will be guilty of rendering the pupils a great disservice. The public has a right to expect, above all else, that educators will be intellectually honest and devoted to the truth.

9. It should be flexible in design. Good teachers use many approaches in their teaching to avoid monotony and stimulate interest. Greater imagination in the use of television is one contribution which an educator should be



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able to render, since effective communication is his business.

10. It should be "natural," not necessarily ornate or polished, in its presentation. Educators may make their greatest contribution by maintaining their own natural sincerity and avoiding competing with high-cost commercial productions.

* * *

Through effective educational programs, educators will have the opportunity and the challenge to restore "education" to a more respected position in the eyes of the community, says Dr. Wigren. He concludes that "in the next twenty-five years, education may make momentous strides in using television to provide rich and meaningful learning experiences for the American people."

The Teacher's Investment in His Education

"A COLLEGE education is nice to have even if only for one's own self-satisfaction, but considering the present day costs of approximately \$2,000 a year for tuition, maintenance and other incidentals in an institution of higher learning, it's few who can afford this luxury with taxes and inflation taking such a large bite out of the family breadwinner's coffer. A total expenditure of \$8,000 to \$10,000 plus four years of unproductivity is indeed a large investment to make for a career in the teaching profession which at best promises a maximum of \$5,000 after 12 long years of duty. After six years of apprenticeship training the average skilled tradesman can earn this much and more and during the time he is serving his apprenticeship

he receives graduated remuneration for each six months served until, at the completion of his trade, he is earning journeyman's wages and at the same time has been self-sustaining during his period of learning.

"We believe that if there is to be any noticeable influx into the ranks of the teaching profession, a still larger minimum wage with proportionate raises for each year of service will have to be instigated. Recognition of the teacher's large investment in his education will have to be taken into consideration along with the fact that he is expected to maintain a certain standard of living appropriate with his position in the public forefront, and this takes high earnings, too."

Quoted in the Bulletin of the Massachusetts State Branch of the AFT, from Jack Saylor's "Thinking It Over," published in the "Labor Herald."

The United Nations and National Loyalties

By JAIME TORRES BODET

THE UNITED NATIONS has been in existence since 1945. No longer is it just a vague pacifist hope or a sentimental, intellectual aspiration; it is the embodiment of a world order which must be consolidated and perfected and which must be defended. But a big question mark remains. Are all the governments in a position to teach the citizens within their own countries the things they have proclaimed to the world outside over their solemn signatures following the horrible havoc of the last war? Are they, in other words, prepared to teach that all States enjoy "equal sovereignty" but that in the exercise of their sovereignty all the nations that joined together to form the United Nations admitted certain obligations—obligations which every single one of their citizens has the right to know in full, and the right to know from school age onwards?

UNESCO's activities on behalf of education for living in a world community are in no sense subversive. What we are trying to do is to train citizens who will be faithful in their

duty to their own country and who for that very reason will also be loyal to the international obligations which their country has assumed. The activities of UNESCO are founded on texts that have been officially approved and are publicly regarded as the guarantee of peace and essential to the progress of the whole world.

It has never been the purpose of UNESCO to turn citizens from their national loyalties. Each one of us belongs to a country, and has towards that country an essential duty of loyalty which we cannot and should not evade. But each of our countries, in turn, is engaged in accomplishing a series of acts, in taking a series of measures, without which the peace, security and progress of all would constantly be threatened. Now, these duties are so closely linked together that it is difficult to draw a line of demarcation between them that would hold good for everybody, and in every particular case.

Few sentiments are so spontaneous and lasting as love of the country where we are born. It is perfectly legitimate that we should long to see it great. But great by what means? By violence? By injustice? By aggression? It is very obvious that, in extreme cases, the patriot who does not care a straw for international obligations deliberately accepted by his country is a queer kind of patriot.

UNESCO did not make history, but it cannot ignore history. There are millions of people who yearn to live in a free and peaceful world community, but who are discouraged by the difficulties and dangers which beset them. Let none of us underestimate the magnitude of the obstacles in the way of adjusting national policy and national interest to the new system of international co-operation.

Faced with the discouragement that such difficulties might produce, we adults need to be

This article, reprinted from the October 1952 issue of "UNESCO Courier," is a summary of the address made by Jaime Torres Bodet, then Director-General of UNESCO, at Woudshouten, near Utrecht, in the Netherlands, when he opened a seminar on Active Methods of Education for Living in the World Community. A few weeks ago Mr. Bodet resigned from his position as Director-General in protest against a cut in UNESCO's budget from \$20 million to \$18 million.

At the 1952 AFT convention, the delegates adopted the recommendation of the convention committee on international relations that this address be reprinted and made available to all AFT locals.

reminded, our children need to be informed, in what circumstances and for what purposes the peoples of the world established the international organization of the United Nations. Yes, we adults need to be reminded again and again.

Twice in our lifetime the tidal wave of war has swept across the world. Twice we set our hands to the task of rebuilding the shattered community of nations and making it secure. We have seen private hopes and plans of individuals wrecked in the catastrophe of society. Economic systems have been wrecked, the normal development of manufacture and commerce has been violently distorted, currencies have been debased, savings made worthless, rich lands made desolate, great cities reduced to rubble and to ash.

Twice in our generation young men throughout the world have been torn from their homes and families to lose their lives or waste their years in fields of battle while their wives and children lived or died under a rain of bombs. Each day brought news of death to countless homes. Twice this tide of destruction has swept through the world—through the whole world—and given us in common only suffering and tears.

UNESCO bears no responsibility for the political evolution of the past, but must nevertheless insist that this evolution should be

known. UNESCO lives in a world where, whether we like it or not, we are all dependent upon one another. Governments are only too sadly and precisely aware that they are not free to take decisions in accordance only with their own immediate and limited interests, unless they wish to expose themselves to all kinds of sanctions, or else to expose other countries to all kinds of troubles. UNESCO considers that the people whose destiny lies in the hands of these governments should know this, too.

So long as the obligations which hold the United Nations system together remain valid, it would be contrary to the spirit of democracy to keep populations in ignorance. To do so would mean in practice that education was being used, not as a means of access to a better and fuller life, but as a preparation for aggression, or to confirm the resignation of weakness in the face of aggression.

To teach young people about the obligations which arise out of the necessity of living in an international community, does not imply that we should hoodwink them with the promise of an immutable world order that can be established as if by magic. International laws, like national laws, always run the risk of being broken by the most powerful and the most cynical. But although this danger exists in every country, education has nevertheless continued to include courses in civics. The more



This photograph, taken at the opening session of the seventh annual United Nations General Assembly, shows the 60-nation body meeting for the first time in its new permanent headquarters in Manhattan.

UNITED PRESS PHOTO

fragile the protection which the law offers us, the more necessary it is to train people to help ensure that protection. To say that comprehensive teaching about the machinery, activities and problems of the United Nations would incite young people to forget the respect they owe their own country, amounts to saying that the country in which that teaching took place either did not belong to the United Nations system or else belonged to it only in appearance.

I do not believe in virtues which lessen a man. He who, out of so-called love of his country, despises his native town, loves neither his town nor his country; and whoever, out of alleged devotion to some international order, repudiates his loyalty to his own country, does not really love his own country nor the international order he claims to admire.

International understanding and justice

In a system of interdependent nations, internationalism can consist neither in the predominance of one State nor in the development of a superficial cosmopolitanism. Education for national democracy accepts as a corollary, and often as a premise, a clear idea of what the individual owes to the nation and what the nation owes to the world: whence the expression "international understanding" which was used in the program of UNESCO in its early days. But understanding others is not everything. It has been said that "to understand everything is to forgive everything." But international solidarity depends less upon forgiveness than upon justice—not a vindictive justice, but social justice applied to all sections of the population alike.

It is therefore right that the notion of collective security, as the United Nations has proclaimed it, that is to say, peace founded on respect for law, should be universally known and valued, for once the moment for decision arrives, everyone will be called upon to pay the price. What sense is there in having a principle for which millions of men may lay down their lives and which teachers do not mention in their classes, or else, at the most, reserve for the higher stages of university education, that is to say, for a minority, a procedure quite out of proportion to the unanimity with which the entire population is called upon when the hour of sacrifice strikes.

Nor is it sufficient to adhere simply to the principle of collective security, for the light

which this throws on events shows only one aspect of international solidarity and that the most severe, the most urgent today, perhaps, but not the most exalted. For many, collective security unless it is accompanied by the hope of economic and social improvement, is no better than the maintenance of an unsatisfactory order of society. Now, what helps to give collective security its noblest human significance is the progress which it enables all the peoples of the world to make. The founders of the United Nations solemnly recognized this when they laid it down in the San Francisco Charter:

"With a view to the creation of conditions of stability and well-being which are necessary for peaceful and friendly relations among nations based on respect for the principle of equal rights and self-determination of peoples, the United Nations shall promote.

- (a) higher standards of living, full employment, and conditions of economic and social progress and development;*
- (b) solutions of international economic, social, health, and related problems; and international cultural and educational co-operation; and*
- (c) universal respect for, and observance of, human rights and fundamental freedoms for all without distinction as to race, sex, language or religion."*

Such is the function which, within the United Nations, devolves principally upon the Economic and Social Council; such is the role assigned to the Specialized Agencies; such is the goal which the Technical Assistance Program, with inadequate resources, is trying to attain. If we really want these organizations and enterprises to succeed, it is not reasonable to keep school children in ignorance of the reasons which led to these efforts being made and of the objectives which, in the opinion of Governments, justify them; for school children will become essential collaborators in this work, the builders of the community of the future.

If Governments cannot recommend that the children in their schools should be taught what their representatives publicly declare at the rostrum of the United Nations, whom are we to believe? The diplomat who makes speeches, or the teacher who keeps silence? History is

President-Elect DWIGHT D. EISENHOWER speaks in the Security Council Chamber of the United Nations. With him are UN Secretary-General TRYGVE LIE (left) and JOHN FOSTER DULLES, Secretary-of-State-Designate. The President-Elect made a short statement in which he said he was happy to visit the United Nations headquarters "because this building and the people in it and their work are a symbol of a peaceful and secure future."

UNITED PRESS PHOTO



no doubt full of these tragic discrepancies between the man who commands and the man who teaches. And that is one reason why history is bathed in tears and blood.

UNESCO invites you to think over these matters. Our activities in this field are faced with two dangers: one is propaganda, and the other verbalism—by which I mean paying too much attention to the letter and not enough to the spirit.

Teaching about the United Nations

We do not want teaching about the United Nations to be a mere repetition of political slogans more or less happily conceived. We want the pupil to use his judgment before he expresses an opinion, to form his own personal views and not just to absorb placidly and automatically the ideas of other people. Nor have we ever wanted to bore young people with a purely verbal education for citizenship. No doubt it is important to have a textual knowledge of the documents which govern international relations in the world today; but solidarity is learnt from acts and not from texts.

It is neither wise nor desirable to "play" at Collective Security and Human Rights. School is more than introduction to life; it is a part of life, even an essential part. It offers numerous opportunities for putting into practice the fundamental principles of all the documents I have been speaking about. Unless teachers make an effort to use these opportunities, it will not be of much use to give long

textual explanations of all the Articles in question. School children will always be intelligent enough to understand that education which cannot be translated into actions and attitudes cannot be applied to real life. And so most of them, while paying lip-service to equality, will take care not to extend the hand to their obscure fellow-creatures belonging to another race, another religion, another latitude, and wearing quite different clothes.

I think it is necessary that children should know about the Universal Declaration of Human Rights. But it is still more necessary that through the way they are brought up they should learn to respect the rights of others. We want children to have such information as they need to be good citizens in the twentieth century. We are much more deeply concerned that their education should develop those predispositions, those attitudes to their fellow human beings, that will enable them to enter fully and cooperatively into the life of our community of peoples on this planet.

The relationship between education and peace

There are many ways in which this may be done. When I am asked how I view the relationship between education and peace, I say that although there is some teaching that may promote peace directly, the essential contribution of education to peace is indirect. Inculcation of a doctrine that we must live at peace with one another, learning by heart the Declaration of Human Rights, and so forth, is infinitely less important than growing up so

that we do in fact co-operate freely and equally with other men of goodwill.

A lively sense of the world

In some countries where this is appropriate to the educational tradition, direct courses may be introduced into the curriculum so that children are taught formally about the United Nations, about the Declaration of Human Rights, and about their own country's role in the community of nations. I, of course, welcome that. But it is not the only way. Such instruction runs the danger of being too isolated, too compartmentalized, too divorced from the main stream of study. And precisely because it appears to be so direct it may have to be so hedged about with precautions—dealing as it does with questions that often arouse bitter controversy—that it becomes almost denatured. The introduction of direct courses in international affairs by no means excludes the promotion of activities, in school and outside, which will give a youngster a lively sense of the world in which he lives and encourage the right attitudes to be formed.

To the two dangers I have just mentioned, propaganda and verbalism, which it is imperative to avoid, must be added yet another undeniable difficulty: education which aims at teaching people to live as citizens of a world community must be, in every country, a *national* education. No one can impose it on anyone else. It must above all be adapted to the conditions of the environment it aims at improving, and must proceed directly from that environment. I do not hesitate to say that nowadays it is national needs which can best open our eyes to the need for an international order.

Respect for each culture

The goal is the same for us all, but the means we apply to reach it are not and should not be identical. We must respect the originality of each separate culture, and appreciate the differences which distinguish one country from another; we must try to win consent but never to force submission. This proviso is all the more important in that the Universal Declaration of Human Rights, for instance, is, as I have often said, a program of action, and one extremely difficult to carry out. What State in the world can boast that it applies without distinction, and in all circumstances,

all the principles proclaimed on December 10, 1948, by the Assembly of the United Nations?

If we don't want to discourage young people from the outset, we must explain to them that the application of each one of these principles represents the laborious, slow, patient triumph of good over evil, humanity over cruelty, co-operation over selfishness. Unless teaching about Human Rights is illustrated, as it should be, from the data of history, geography, literature, and the fine arts, then the traditional training in civics will achieve nothing.

Perhaps I should say a little more on that point. I will use the terminology to which I have become accustomed as an old hand at conferences. One might like to think of Human Rights in terms of the agenda of a meeting, and the minutes of the previous meeting. The Declaration of Human Rights states part of the agenda for the human race. It declares tasks before us, the work to be done. The task is to win our young people to accept as their own this common human agenda.

But perhaps you will say: "The trouble with these young people is that they never read the minutes of the last meeting." The minutes of *this* meeting are nothing less than the recorded history of mankind. In those minutes you will see what good intentions have been expressed, what aspirations avowed, what steps have been taken, what victories achieved, and alas, what failures recorded.

It is a long story, this quest for human freedom. Our children should know it. It is their story. Let them read the minutes of the last meeting. And let them then, with that knowledge and understanding, enter as responsible citizens into the human assembly. Let them undertake their part in the never-ending endeavor to build a community of free men and women who one and all enjoy the rights proper to human dignity in a world of peace.

"It is difficult to see how we can expect our children to be able in the future to vote on international issues if we do not allow them to study the international organization in which our Government participates. This is not to say that we should teach our children to accept the United Nations unquestioningly, but our schools should make them aware of this new realm of citizenship responsibility.

"The lives of our children may depend on their ability to understand and to develop an organization, such as the United Nations, working wholeheartedly to prevent wars."—KENNETH HOLLAND, *President Institute of International Education.*

UNESCO and Patriotism

By REBECCA C. SIMONSON

Mrs. Simonson, a member of the Executive Board of the New York Teachers Guild, AFT Local 2, served for a number of years as president of her local and as vice-president of the American Federation of Teachers.

ONE might have assumed that all who have experienced two World Wars with their accompanying misery and frustration would now be seeking a peaceful approach to life. It might have been expected that everyone would assume the moral obligation to seek the underlying causes of war so that citizens, especially teachers, might properly direct their efforts to preventing another war.

Instead we find, among citizens who profess a deep interest in our children's welfare, a steady attack on those who are making an effort to solve the problems of peace.

Witness the deep suspicion with which Los Angeles views UNESCO. The opposition to UNESCO is not arguing out of conviction and inner strength. It is preying upon fear and ignorance.

While indulging in political and social pressures on our schools for its particular brand of propaganda, the opposition charges with propagandizing those who are seeking answers to the most pressing human problems of our times.

There is no excuse for abusing the confidence and faith of our children by propagandizing for any purpose. As teachers we are concerned, not with propaganda but with education. UNESCO has amply testified to its deep conviction that education must contribute to building a world at peace.

Attacks upon UNESCO are dangerous

One might simply dispose of such attacks as were made in Los Angeles as rooted in ignorance, if they were not so dangerous. The consideration of such topics as "Knowledge of the Machinery for International Considerations," "Improving Communications," and "Reducing Tensions" was characterized as "a communistic device for undermining patriotism." This kind of attack is dangerous because it aims to pervert the precious emotion of love for one's country into a deep suspicion

and hatred for all other countries. It is dangerous because it is an appeal to blind fear which will not reckon with a shrinking and interdependent world. It is dangerous because it is fraught with ignorance.

The opponents of UNESCO seem to be satisfied that this is the best of all possible worlds and that we have only to keep it this way to make us happy. Yet they betray that they are not happy. Their fear and their limited vision inhibit them from reaching out to new horizons. Or have these people vested interests in the present situation, which they are not divulging?

Motives of opponents are questionable

One is moved to wonder about the purposes of a group which publishes *The National Republic Lettergram*. It accuses UNESCO of alienating youth from "home-patriotic influences" and it speaks of the "Spider Web of Organizations which sap national pride," referring to the Genocide Convention, the Universal Declaration of Human Rights, the International Trade Organization, and International Labor Organization Charter conventions. It would seem that the words "international" and "universal" are meant to take on a subversive quality. UNESCO and the United Nations use these terms to express cooperation and understanding. Why, then, this appeal to fear and suspicion?

The same technique is used to describe a UNESCO study on textbooks as being "collectivist." The article criticizing the study refers to the following: "It is not to these incidents which have periodically jeopardized and distracted civilization that a child's attention should be drawn, but to the constructive activities which help to advance civilization, materially and spiritually: the great discoveries, the inventions which make life more secure and happy, the methods of putting the resources of the globe at the disposal of all the people.

History must cease to be a military history and must become a history of civilization." One would have to distort the meaning of these words to find subversive implications in them.

There are those who really don't understand the meanings of words. These can be educated and it is the responsibility of teachers to make them understand. But there are also those who would pervert our best feelings and intentions to serve the purposes of bigotry and isolationism; and these present a challenge which we dare not ignore.

UNESCO aims through education and understanding to cultivate healthy psychological attitudes among individuals and among nations, so that a more cooperative world may avoid the tragedy of war. This is fundamental in a world where no nation, any longer, can live alone.

Those who pose patriotism against international cooperation do us a grave disservice. A patriotic people is necessary to the well-being of a functioning nation. Deep devotion to our purposes and traditions gives us the confidence and strength necessary to our growth and progress.

Loyalty to the American way of life means loyalty to human freedom and the pursuit of happiness, and in the pursuit of happiness we have developed "a good-neighbor policy." It grew out of our own need for peaceful relations with other nations. We were able to reconcile

our independence with the independence of other nations, while nurturing good-will and international understanding.

Technological inventions in transportation and communication have now made all the nations our neighbors. We are confronted with the difficult but imperative task of expanding our good-neighbor policy. World Wars I and II made it plain that it is impossible to be self-sufficient, even though we rank high among the powerful nations of the world.

Sovereignty of UN constituents recognized

The UN and its specialized agencies are organized on the basis of nations, thus recognizing the independence and sovereignty of its constituents. It therefore cannot be suspected of undermining the patriotism of its member nations.

It is concerned with developing understanding and cooperation among these nations. It has taken upon itself a tremendous task. It knows, and we know, that unless the world really becomes our neighborhood, our homes will be reduced to ash or prisons.

Out of a deep concern for our country and out of a deep devotion of the American way of life, we must do all in our power to help the UN to success. It is not "my country or the UN." It is my country in the community of nations.

One therefore views with suspicion those who would set up false barriers in the name of



Through the unpretentious doors of the front entrance of the main UN building, visitors are seen coming and going. In the glass above the entrance are the reflections of buildings across the street.

PHOTO BY DANTE TRANQUILLE

patriotism. Our citizenry must be alert to those who would subvert our patriotism by appealing to fear. We must be alert to those who prey upon the ignorant.

* * *

Our survival hangs in the balance and at this crucial moment we have only the UN to look to and to support.

The Challenge of the United Nations to the Teacher

By Robert G. Staines

From an address delivered at the 35th annual AFT convention banquet, Syracuse, New York. Mr. Staines, of New South Wales, Australia, is Chief of the Educational Liaison Services, Department of Public Information, UN.

THE years 1940-50 will probably be seen, in the light of later times, as a watershed in the world's history. They have witnessed a great unfolding drama: the drama of the emerging United Nations system, a drama that should bring new hope to most of the people of the world. These years have seen world machinery designed and built to separate two ages: on the one hand an age that plunged the peoples of the globe into two world wars within a generation and, on the other, an age that promised a new world safe from the scourge of war and the accompanying evils of hate, poverty, destruction, and waste.

With ten official world agencies coordinated into a team within this period, and each of them sworn to work for peace and a better life for all peoples everywhere, is it any wonder that these years have a claim to the title, "the world's golden decade"? Consider what it would mean if the United Nations and the specialized agencies were to succeed—if they managed to abolish war, poverty, ignorance, and disease! Would they not rightly claim a success not possible to man throughout the thousands of years preceding this special decade? Would it not very justifiably be a decade of new hope?

The discovery of a new truth

Even now, it brings new hope because it confronts man with a new and potent truth.

That truth is its Charter's truth. It is a set of profound insights contained in the Charter of the United Nations, and laying out, in simple terms, the only formula that will bring the world the lasting peace it seeks. This truth, this Charter's truth about peace in this post-war world of ours, stirs new hope because it alone of all the formulae for peace will in practice prove adequate to the task of bringing peace to a world that must cooperate or perish. While millions of persons will suggest hundreds of different formulae for building world peace, the Charter's truth is the final touchstone. It is the criterion of all theories of peace. Those formulae which do not measure up to the conditions written into the United Nations Charter will not, in the cold reality of practice, work to ensure lasting peace. The Charter's way is the only way. The Charter's program represents the one general type of approach that will allow the nations to move towards a permanent peace.

And the Charter's truth, put very simply, is this: Building peace means more than just ending war. It means ending also the ever-present threat of war. It means trying peaceful settlement to the uttermost before having resort to force; but where one or more nations will not accept a team approach and uses aggression to get or impose its will, the Charter's truth calls for collective security. This

truth means also social progress with full human rights for men and women everywhere. It means economic progress and "better standards of life in larger freedom" for all individuals and nations. It means helping those not yet possessing the right to govern themselves to achieve that right without a bitter struggle. And it means the developing of a body of law to operate in the relations between nations just as civil law now operates in relations between individuals.

In short, a world in peace will not remain a world in lasting peace until it is at the same time a world of peace and security, progress and plenty, and freedom and law. To work for peace is to work for this kind of world; and not to work for this kind of world is to work actively against peace with all the implications of this for the horrors of a third world war.

A new challenge to the teacher

The new formula is found; the new recipe has been written for all; the Charter's truth has only to be expressed in the life of the world. And the peace will be a lasting peace.

Does this mean anything to education: Does it bring a new challenge to the schools? Does it ask any new way of action of the teacher? Of course it must.

The United Nations stands for *schools for all*! It is hard for those of us who take education for granted to believe that one in every two people on the world's surface has not had enough education to let him even read and write. And how shall they understand the new and potent truth of the Charter if they cannot even read it? How shall they develop the technical knowledges and skills on which social progress and better standards of living rest if they cannot read the technical textbooks? Surely the luckier parts of the world, where everyone has a good schooling, cannot sit idly by and let twelve hundred million people stay illiterate! Especially when UNESCO and the other world agencies, with the support of the developed nations, can lift these millions out of ignorance and poverty and disease. To help these millions is the first challenge of the United Nations to the educator today.

The United Nations stands for *schools for peace*. If the new truth is at hand, waiting to find its way into every nation's life, surely the



SENATOR HENRY CABOT LODGE, who will head the American mission to the United Nations, is shown here leaving the Eisenhower headquarters at the Commodore Hotel after holding a press conference. He told newsmen that President-Elect Eisenhower "believes very firmly . . . in doing everything we can to help the UN become a vital institution for the preservation of peace."

UNITED PRESS PHOTO

onus is on the schools to make the younger generation aware of it. So today's teachers are teaching about the United Nations and the specialized agencies! They are trying to present the Charter's truth, to let people realize that a world of lasting peace is a world also of justice and abundance and freedom and law. They are remembering continually that "wars begin in the minds of men, and it is in the minds of men that the defenses of peace must be constructed." And they are working to make those defenses strong and sure. This is the United Nations' second and vital challenge to education today.

The United Nations asks the schools to produce national citizens conscious of their role in the United Nations.

Why do schools exist? Is it not, in the last resort, to prepare the new-born members of society to live in the kind of society which their parents have built? Do schools not work to make of their pupils adults competent to live as mature citizens in the society in which

they have been born? If this is so, then the United Nations has a startling challenge for the teacher. For the national society has widened its functions. Adults in every country now play a part in world affairs. They are not merely citizens living in isolation within the borders of their own nation. They are national citizens influencing world affairs. And if they are trained to be citizens limited to understanding only the internal affairs of their country, how can they hope to work in harmony with other nations to keep the peace? Being a good national citizen today means being a national conscious of his nation's role in the United Nations. Every school system should therefore leave its pupils with an awareness of their loyalty to their own nation, but with this loyalty a consciousness of their nation's role in the United Nations. Only as it makes them nationals devoted also to the United Nations will it be preparing children for the kind of society in which they now in-

evitably live. To produce expanded nationals aware of their responsibility in the United Nations is more than an urgent necessity; it is the price of national salvation today. And so this is the third challenge of the United Nations to the modern teacher.

The new hope of the world, the new truth about peace, both stand to be frustrated unless the schools of the world respond to this vital and threefold challenge of the United Nations. If education is to make its maximum contribution in the present age, the emphasis must be on schools for all, schools unfolding the Charter's truth about peace, and schools developing national citizens who are competent to live efficiently in the association of sovereign States that is the United Nations. And the question every great body of teachers must ask if its teachers wish to give wise leadership in this difficult time is whether the schools of the nations are helping to meet this triple challenge.

Teachers' Tenure in Sweden

By BRUNO GUSTAFSSON

For many years Bruno Gustafsson represented Swedish teachers at various international meetings on education.

THE SYSTEM of tenure for public civil servants in Sweden is comparatively old. It has been considered of such importance that the very principle on which it is based was incorporated in the Swedish Constitution of 1809. This contains a provision that a public civil servant of the State appointed in accordance with legal regulations cannot be dismissed without judgment and trial according to law, and cannot be promoted or transferred to another position without his own application or consent.

This law, of course, is not and has not been aiming at preventing the dismissal or punishment of negligent or incompetent civil servants. But it does seek to prevent the high-handed dismissal or punishment of civil servants without observing the prescribed forms and providing the person in question with an opportunity to explain or defend himself.

As for the Swedish teachers, who in every respect are regarded as public civil servants,

this principle is stated explicitly in the law, which provides that before decisive steps are to be taken against a teacher who has been charged with negligence or other misconduct, the teacher shall have had an opportunity to hand in, within a fixed time, an explanation, and also a statement shall have been obtained from the School Inspector.

The fundamental law dealing with this principle, valid since the late 1890's, is worded as follows: "In the community schools, permanent positions (i.e., with tenure) shall be set up to the number that is expected to correspond to the permanent need in the various grades in the school. In every school at least one permanent teacher (i.e., with tenure) should be placed."

The principle of tenure was at the same time enlarged by a provision that "in all promotions, consideration shall be given only to the merits and ability of the applicants." This

direction has been of extremely great importance to all civil servants. Because of this law, a considerable number of officials have been able, by appeal, to bring about correction of injustices in questions of appointment or promotion.

Three forms of employment

An elementary teacher in Sweden has one of the following three forms of employment:

1. Established teacher, with tenure—the main form.
2. Temporary teacher, appointed for a definite time.
3. Supplementary (extra) teacher, appointed for a fixed time or until further notice—mostly substitutes.

For appointment as an established or temporary teacher it is required that at least two years must have elapsed from the day of examination of the teacher, and further that the teacher has been performing duties for at least 256 days during this time. Otherwise a teacher is appointed as a supplementary (extra) teacher. If he does not meet these conditions, he may, nevertheless, be appointed as an established or temporary teacher in a one- or two-teacher school. This concession is made because of the difficulty of obtaining teachers for those schools, which are often situated in sparsely populated areas.

Adjustments in the salary schedule

Thus practically all teachers can rely on receiving an appointment with tenure in a comparatively short time after passing their examinations, especially now, with the rapidly growing number of children.

In the salary system of the State, the temporary teacher is placed two salary steps below the established teacher, and the supplementary teacher is placed two steps lower than the temporary teacher. Every one of the three forms of duty is counted for pensions.

Secondary school teachers have the same sort of life tenure as elementary teachers. In fact, the secondary school teachers had tenure status long before the elementary teachers obtained it. The State secondary school teachers are appointed by the Government and become regular teachers with life tenure after some years of service, including one year of supervised teaching at special State secondary schools. Teachers in the municipal secondary schools are appointed by the local school boards.

There are no special restrictions for teachers as members of society. They have, of course, all the civil rights that other citizens have. The women teachers, married or unmarried, have the same rights and the same salaries as the men teachers.

The position which Swedish teachers have enjoyed in the eyes of the law for a relatively long time and which, to a large extent, is derived from the above-mentioned fundamental provisions of the Constitution, must accordingly be characterized as good. A Swedish teacher with tenure cannot be dismissed from his position or prevented from obtaining a position applied for, simply because he has personally become *persona ingrata* with his administrators or his board. The procedure in cases of disciplinary proceedings against a teacher are strictly fixed by law. An obvious setting aside of this procedure can bring in its train most serious consequences for the authorities involved. There is a story about a Swedish professor of political law who is supposed to have said that it is easier to depose a king than to remove a Swedish elementary teacher from his position. And in Sweden the former has happened only once in the last four hundred years!

Now what do common people in Sweden think about tenure for teachers? Does it in any way contribute to creating a better starting-point for the teachers, so as to make them do their work better and thereby benefit the whole country? Or is it pure and personal teacher-interest—a pretext?

When, about a hundred years ago, tenure was beginning to be put into practice for elementary teachers, some few of the local bigwigs of the period, naturally enough, opened their eyes wide in wonder. But it did not turn out as badly as the prophets of evil had predicted.

The teachers as a whole began to rise from their dependent position, slowly but steadily. Their social status improved, their self-respect rose. It was obvious that the school and the children benefited accordingly. It became easier for the teachers and other friends of the "common" school to gain more respect for this type of school and thereby, gradually, also to get both the local and the State authorities to take a more positive attitude towards it. The teaching profession enjoyed greater esteem and

prestige than before, which, together with a better economic position, has been—and is—the most effective instrument for getting desirable candidates for the teaching profession. No school can be well served by teachers who have been forced into the profession as a last resort in order to earn their livelihood.

Moreover, a teacher protected by tenure finds it easier to be absolutely impartial and just to the pupils. In every delicate or difficult situation—and such situations are, as we know, not uncommon in the schools—he need not look anxiously at the influential father or mother or, with a certain uneasiness regarding his own and his family's further livelihood, be thinking of the superintendent or the school board. He dares to be impartial in all situations arising at school, and he knows that he can be quite calm, if only he discharges his duties conscientiously. The whole atmosphere of the school will gain thereby.

My own experiences as a headmaster tell me that a permanent teacher has a great advantage, in his daily work, as compared with a temporary teacher. The latter does not feel himself safely seated in the saddle—a situation which not infrequently affects his educational work adversely.

It is fairly obvious that a teacher without tenure protection will regard his position as only a steppingstone. At the first opportunity he will give up teaching to enter another occupation. In Sweden—fortunately for the school as well as the children—it is unusual for a teacher to leave his profession for another kind of work.

Furthermore, tenure protection contributes effectively toward the teacher's taking more interest in the work which he has chosen as his life work. Because of this greater interest he voluntarily takes additional training in order to become a better teacher.

Principally because of the reasons mentioned here, there has been no serious question in Sweden as to whether there should be tenure for teachers. It might be said, as an argument against the tenure system, that it is more expensive than the looser forms of appointment. But a small country like Sweden must invest comparatively large sums in its educational system in order to be able to keep its position among the nations. Quality, therefore, must be stressed instead of quantity.

The American Teacher, January, 1953

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THE Human Relations Front

by Layle Lane

Chairman of the Committee on Democratic Human Relations



DEBITS -

The constitutional amendment submitted to the voters of South Carolina permitting the state legislature to provide for a private school system was approved Nov. 4 by a 2 to 1 vote. Should the Supreme Court outlaw public school segregation, the state plans to thwart that decision by turning over the public schools to private agencies.

Newell Anderson of Fargo, N.D., who accepted a job as circulation manager of the *Daily Journal* in Tupelo, Miss., gave it up after a month of threats, culminating in violence. He was taken for a ride by masked men, beaten, and advised to leave town by the next day with the warning, "We don't like Yankees in Mississippi." Mr. McLean, the owner of the *Daily Journal*, remarked, "This is not an attack on Mr. Anderson. It is directed at hurting the newspaper. We've always stood for some things that some people here object to."

A census report shows that Pittsburgh, Pa., has more slum housing than any other northern city. The report reveals that 62,344 houses, or 33% of the city's 193,889 homes, are either quite worn out or without plumbing facilities. In many cases these homes have both drawbacks.

Dr. Julia Henderson, director of the Social Welfare Division of the United Nations, stated: "Despite recent world-wide advances in many social welfare fields, half the world is still inadequately cared for and the gap between the rich and the poor countries in the general levels of production and consumption is wider than before World War II. Because of population increases, war, and political disturbances, agricultural production in less developed countries is lower than before the war. . . . In the United Nations fight against poverty, the advance has been uneven and generally least impressive where poverty is the greatest."

CREDITS +

The Baltimore Polytechnic Institute, a vocational and technical school for white students, admitted 14 Negroes this past September. The boys have been placed in various classes based on the same considerations as for the white boys, and they are being treated by both the faculty and the student body without regard to color. "The thing that is of special credit," writes Mr. Levin of AFT Local 340, is the dignified manner in which the school board of Baltimore came to its decision and the acceptance by the community without any unpleasant situations. I would not be surprised if this were the first time that Negroes have been admitted to a large public high school south of the Mason and Dixon's Line."

The *Saturday Evening Post*, in its issues of November 8 and November 22, 1952, carried articles which reveal clearly the educational inequalities in the South. The first, "The Southern Crisis: The Segregation Decision," by Virginus Dabney, editor of the *Richmond Times Dispatch*, gives the varying views on the question of segregated education; the second article, by Henry and Katherine Pringle, "Mississippi Gives Her Colored Kids a Break," details the efforts of this state to improve the schools for Negroes. A third article in the December issue gives a fascinating story of Sam Ahkeah, chairman of the Navajo Tribal Council, and his leadership of the Navajos in economic development and self-government.

An interdepartmental committee on Indian Services, including members of the Education, Health, Social Welfare, Mental Hygiene, Conservation, Public Works, and State Police Departments of New York State, has been created. Its purpose will be to "coordinate and improve existing services for New York State Indians, as well as to provide the Indians with an opportunity to participate in all of the activities of our society as expeditiously as possible."



LABOR NOTES

Early school-leavers find job difficulties

High-school teen-agers who quit school prior to graduating are all too frequently left to shift for themselves. Baffled by the problem of finding and holding jobs, these young people are in need of special help.

These are the conclusions reflected in a new bulletin just released by the Department of Labor's Bureau of Labor Standards.

Titled "After Teen-Agers Quit School," the bulletin tells how seven communities, including Detroit, Richmond, Milwaukee, Philadelphia, St. Louis, Roanoke, and Youngstown, Ohio, coordinated the resources of their individual community, and developed programs for helping these youngsters find the right jobs.

Early responses to the bulletin indicate that it is being used by counselors, school visitors, and researchers concerned with the problem of teen-agers who drop out of school. Civic groups, also, are finding it suggestive of ways in which they can help combat this problem.

A limited supply of free copies of this bulletin is available from the Bureau of Labor Standards, U. S. Department of Labor, Washington 25, D. C. and sales copies may be purchased, for 25 cents each, from the Superintendent of Documents, Government Printing Office, Washington 25, D. C.

35 doctors serve one worker

How 35 doctors consulted on the case of a single woman worker with a spot on her lung at Labor Health Institute here is described by George W. Johns, secretary of the San Francisco Labor Council.

Johns toured the St. Louis center, owned by a teamsters' local, as part of a two-weeks survey of labor health centers. Of the St. Louis doctors' meeting, he said:

"The concentrated attention of these 35 doctors on the welfare of this woman seemed to me a notable example of quality of medical care. I cannot conceive of any means other than her labor health center which would offer this woman . . . such quality service."

Facts and figures prove value of union membership

The next time you hear someone question the real bread-and-butter value of union membership, let him try these facts and figures for size. You may also find them useful when someone tries to palm off the old tired line that (a) union wage gains just push the cost-of-living up that much more; and (b) lower wages found in some parts of the country are justified because living costs there are lower.

Average Earnings and Living Costs in 9 Major Cities

City	Earnings Index, Cost of Living Jobs (N. Y. = 100)	Cost of City Worker's Family Budget
San Francisco	109	\$4,263
Portland, Ore.	105	4,153
Chicago	101	4,185
New York	100	4,083
Boston	90	4,217
Denver	84	4,199
Baltimore	84	4,217
Atlanta	75	4,315

These figures come from recent Bureau of Labor Statistics studies of living costs and comparative wage levels in U.S. cities. The index of earnings is based upon 22 "indirect manual-type" occupations found in each of these cities, at the January-June 1951 level of earnings.

A comparison of these earnings and living-cost figures clearly shows that high wages are not necessarily accompanied by, or related to, a high level of consumer prices. On the contrary, insofar as any relationship is indicated, the reverse would seem to be the case. Wages are actually lowest in those cities where the cost of living is the highest.

Atlanta, for example, has the lowest level of earnings on the list — 25 percent below New York. Yet the cost of living is higher there than in any of the other 8 cities—almost 6 percent above New York. Baltimore, with the next lowest level of earnings, has the third highest cost of living.

Workers in San Francisco, on the

other hand, have the highest earnings, yet it costs less to live there than it does in Atlanta. Workers in Portland enjoy the second highest level of pay, while their living costs are next to the lowest.

Clearly, high living costs are not the reason why one city has higher wages than another, nor is a high level of wages the reason why prices are higher in one city than another.

Why, then, are wages and living standards higher in San Francisco, for instance, than in Atlanta? Is it because employers in San Francisco are more generous in their wage policies and less avaricious in their price policies than in Atlanta? Hardly.

The answer should be obvious to anyone who knows the union story. Higher wages and higher living standards have come hand in hand with union organization and activity.

San Francisco is one of the most—if not the most—thoroughly organized cities in America. The majority of families in San Francisco are union families. And about 90 percent of the union members in that city belong to the American Federation of Labor.

The rest of the cities at the top of the earnings list are also centers of strong trade union activity. Cities like Atlanta and Baltimore, on the other hand, are not yet so well organized.

Relatively speaking, an "open shop" town is a hungry town. The good union town is the best place to live, to work, and to raise a family.

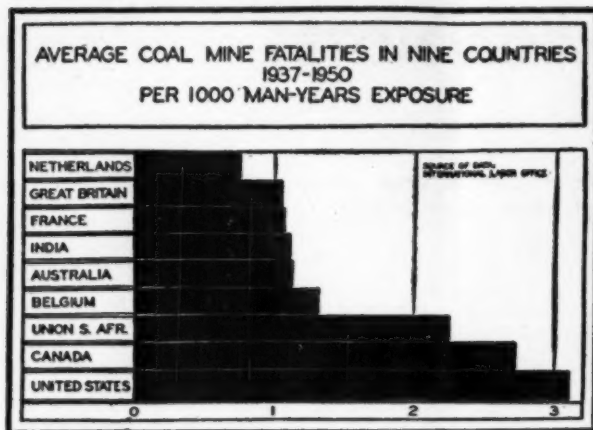
Most union men don't need statistics to persuade them of this. But for any that do, there they are.

Lane Kirkland

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U.S. HAS POOR MINE SAFETY RECORD



Of nine countries studied by the International Labor Organization, a United Nations agency, the U.S. was found to have the worst mine safety record. It was also the only one of the nine countries without a national mine safety law. Who says our miners are overpaid?

Job tenure of American workers

Job shifting can be gauged effectively by the extent to which workers remain on the same job for long periods of time. The Census survey found that 13 million of the 59 million civilian workers employed in January 1951, had been with the same employer continuously since November 1941 or earlier. In other words, more than a fifth of the workers employed at the time of the survey were still working in the same jobs they had prior to Pearl Harbor and the beginning of World War II. Thus, a significantly large proportion of workers remained with the same employer or business despite the war and postwar (including Korea) dislocations, notwithstanding the mass movement of men into and out of the Armed Forces and of women into and out of the labor force, and in the face of the extensive variations in industrial demand of the past decade.

The January 1951 total included, of course, many persons who could not possibly have had a continuous job for 9 or more years simply because of their age. It also includes many men who involuntarily interrupted their job holding, by entry into the Armed Forces. The proportion with long-term job tenure, calculated on a base consisting of those with continuous labor-force participation throughout this period, would

therefore be considerably higher.

Thus, the Census found that the most significant contributor to the number exhibiting such a large element of stability in job holding was the older worker.

—Seymour L. Wolfbein

Canadian industry needs university graduates

During the spring and early summer of 1952, Canadian industry produced openings for almost every university graduate who sought employment, in addition to summer employment for practically every undergraduate who wanted it, Hon. Milton F. Gregg, Canadian Minister of Labor, reported.

As in the previous year, the heaviest demand for graduates was in the engineering field, with openings for more than 2,200 while the graduating class of engineers in 1952 numbered only 1,750.

There was also a strong demand for both graduates and undergraduates in other fields including arts, chemistry, education, forestry, architecture, geology, nursing, and social work.

It is expected that there will be a backlog of openings carried over into 1953, to be supplied from an even smaller graduating class. This situation is receiving the consideration of government, university, and other authorities, the Minister pointed out.

News of captive labor

(Compiled through the news-gathering facilities of the National Committee for a Free Europe)

Skilled workers in Czechoslovakia must now bow to arbitrary decisions which select their jobs and place of employment for them. A new regulation makes it possible for the regime to assign workers for a period of three years to any industry where a manpower shortage exists.

Communist "justice" was meted out last month to two Polish foundry workers charged with negligent stoking of a blast furnace. A special commission of picked Communist Party members sentenced the "economic saboteurs" to four months in a labor camp. There was no right of appeal.

Equality between men and women workers has a special Communist flavor in Latvia. Both are compelled to work in heavy industry and equal wages are paid for attaining the same work norms. Favoritism is shown only to expectant mothers. When seven months pregnant, they are no longer required to participate in "workers' competition."

A new method of reducing wages has been found by the Prague regime. Workers are now being "persuaded" to give up payment in goods received as part of their wages. Greatest resistance to the program, according to the Communist newspaper *Prace*, has come from workers in the beer industry.

State-owned children are now helping to meet the growing labor shortage in Romania. Because children reaching the age of 14 are no longer covered by the family ration card, parents are forced to cede their children to the State for a period of three to four years.

Credit union membership exceeds five million

State and federally chartered credit unions together had over 5 million members in 1951, according to annual estimates issued by the U. S. Labor Department's Bureau of Labor Statistics.

Outstanding loans at the end of the year totaled close to \$750,000,000, preliminary estimates show. Mortgage loans constituted 29 percent of the loans outstanding at the end of 1951 in the 21 states supplying this information.



BOOKS AND TEACHING AIDS



A practical and constructive book for teachers of adolescents

ADOLESCENCE. By MARQUERITE MALM and OLIS G. JAMISON. McGraw-Hill Book Co., New York, N.Y. 1952. 512 pp. \$5.00.

Although primarily a text book for teachers in training (written by two professors at Indiana State Teachers College), *Adolescence* should prove a practical help to the teacher on the job and to the school administrator. Its chief virtue lies in its wealth of illustrative material with practical suggestions of a constructive type. The authors go beyond a scholarly discussion of adolescence, its physical factors and psychology; they develop a philosophy and educational practices designed to lead young people towards wholesome maturity. They emphasize democratic methods for teachers which should help adolescents to become well-adjusted citizens in a free world.

MRS. NELLIE FINK, Philadelphia, Penn.

For a better understanding of mental health problems

MENTAL HYGIENE AND LIFE. By LOUIS KAPLAN and DENIS BARON. Harper & Brothers, New York, N.Y. 1952. 422 pp. \$3.50.

Too many people—and teachers among them—still think of mental disease as something that happens to somebody else. The authors of this extremely valuable and inclusive book show how this attitude has helped make mental illness our number one problem. A schoolmarm objects, "But I had a course in psychology." Nevertheless, this book is for you. For psychology bears to mental hygiene the same relationship as physiology to health. Now, we all understand that one may know the names of the bones and muscles and still, from ignorance, live in a way that is destructive of the physical being. Let us hope, similarly, that the dark age for mental hygiene is nearing an end.

But how does one live right, mentally speaking? How does one keep a mind sound and whole?

The authors make the important point that it is not so much what happens to people as the way they react to what happens to them. Certain patterns of thought and action preserve the personality; others destroy. This is a layman's book on a difficult subject—lucid, patient, concrete, almost devoid of confusing technical language. From the discussion of mental hygiene in American life and the mental hygiene movement, the

book passes to consideration of personality, its emergence and growth. There follow chapters on the emotions and their development as they affect mental health. Perhaps most precious to an understanding of the classroom situation are the sections on frustration, stress situations, and the adjustment to tension. The excellent concluding chapter gives a method by which the individual can appraise his own adjustment along with advice on how to get help.

The witty illustrations and diagrams add a great deal to the clarity and general attractiveness. Teachers who are serious about learning more about the mental health problems can hardly afford to pass up this book.

JANICE FINK, Local 1, Chicago, Ill.

On the care and training of retarded children

THE RETARDED CHILD. By HERTA LOEWY. Philosophical Library, 15 East 40th Street, New York 16, N.Y. 160 pp. \$3.75.

The Retarded Child is a handbook for the teacher, the social worker, or anyone who takes care of a retarded child. The author has drawn upon years of experience and study in the field in order to present methods which will actually develop the retarded child into a person who may take his part in life.

The author handles the problem of training the child whose brain is sound but who has suffered an injury to the connection from the brain. She is sympathetic but never sentimental, and the reader can feel the kind but firm manner with which training is undertaken. "It is false," she says, "to claim to cure or even normalize the truly mentally defective child. It is possible to train and educate the child within his limits, and even the low-grade defective can often achieve quite a good standard of work, especially in the manual."

One of the first steps is to accept the limitations of the child. Once the fact has been accepted, even babyhood is not too soon to begin training which can avoid habits that impede the child. The first part of the book describes early care and training, the overcoming of fear and mental laziness, and the development of social behavior and certain manual skills. In the second part, each chapter discusses more formal education such as reading, numbers, speech, etc. The closing section of the book is a speech addressed to an association of parents of retarded children.

The book is unpretentious and sincere. It should be of great help to teachers and provide encouragement and guidance for parents of retarded children.

A refutation of Darwin's theory concerning the basis of survival

DARWIN—COMPETITION AND COOPERATION. By ASHLEY MONTAGU. Henry Schuman, Inc., 20 E. 70th Street, New York 21, N.Y. 1952. 148 pp. \$2.50.

This compact book written by the chairman of the Department of Anthropology, Rutgers University, is a stirring Declaration of Interdependence. The biological research and knowledge of the past hundred years is distilled and assembled to refute the Darwinian fallacy that survival is based on a ruthless struggle for existence. The "gladiatorial view" of evolution—that only the toughest and shrewdest survive while the weakest and stupidest perish; that competition and war are socially desirable because they serve as "nature's pruning forks" to weed out the unfit—is convincingly shown to be false and harmful.

The principle of cooperation, in the author's words, is the "missing link" of Darwinism. Love—not struggle—is the law of nature. Probability of survival of individuals or populations increases only to the degree that they harmoniously adjust themselves to each other and their environment. Love, sacrifice, and mutual aid are more prominent in nature and give greater assurance of survival and progress than struggle and competition.

Of great value to the earnest reader is the 20-page annotated bibliography that lists some extremely important books that have been ignored and neglected. Education for better human relations and for better understanding of scientific principles of social engineering in this Atomic Age are inspiring simplified by this work.

MEYER HALUSHKA, *Local 1, Chicago, Ill.*

A comprehensive descriptive catalog of films on art

FILMS ON ART. *The American Federation of Arts, 1083 Fifth Avenue, New York 28, N. Y.* 1952. 160 pp. \$4.00.

Films on Art, a new directory, is the first book to deal exhaustively with a field almost unknown a decade ago—the 16 mm. art subject.

The growth of the film on art has been phenomenal in the last five years and has created a nation-wide demand for a single comprehensive and descriptive catalog. The American Federation of Arts has long been interested in the art film and the present reference book is the result.

An enormous scope is revealed in its pages. William McK. Chapman, the editor, has seen hundreds of films, ranging from simple instructions in basket-weaving and pottery to probing studies of artists' lives as seen in their works and sophisticated film essays in art criticism.

Arthur Knight, the critic, gives a complete history of the art film and there are other articles on the art film and its use in secondary and university education, in museums and in film groups.

The book is completely indexed and fully illustrated.

An annotated list of historical fiction

HISTORICAL FICTION. By HANNAH LOCASA. McKinley Publishing Company, Philadelphia, Pa. 280 pp. \$4.00.

An annotated list of historical material is here arranged chronologically within geographical divisions. The list on Canadian fiction, for example, includes three periods: Discovery and exploration; Anglo-French rivalry; and Experiments in democratic government. At the end of the lists of stories in each classification is another list of biography, narrative, and topical accounts.

In the appendix is a list of source books suitable for students of history at the junior and senior high school level. There is also an author and title index of forty-three pages.

The books suggested range from old favorites like *Hugh Wynne, Free Quaker* to modern works published as recently as 1950.

NEW BOOKS AND PAMPHLETS RECEIVED RECENTLY

PERSONAL EXPENDITURES FOR HIGH SCHOOL EDUCATION. By Russell T. Gregg and Raymond E. Schultz. *School of Education, University of Wisconsin, Madison 6, Wis.* 1952. 48 pp. 50c. The study reveals the actual cost to parents of a high school education. The relation of grade, sex, and place of residence to expenditure has been studied as well as the relationship of cost to drop-outs. Some solutions to these financial problems are suggested.

EDUCATIONAL PSYCHOLOGY. By H. Carl Witherington. Ginn and Co., Boston Mass. Revised 1952. 488 pp. \$4.00.

GRUNDTVIG, by Hal Koch. *The Antioch Press, Yellow Springs, O.* 1952. 251 pp. \$3.50.

TEACHING IN SECONDARY SCHOOLS. By Nelson L. Bossing. Houghton Mifflin Co., Boston, Mass. Revised 1952. 558 pp. \$4.50.

TOOLS FOR THE TEACHER. By Ralph E. McCoy. *Institute of Labor and Industrial Relations, University of Illinois, Champaign, Ill.* Free to residents of Illinois; ten cents to non-residents. A pamphlet containing a bibliography of instructional material on labor-management relations.

PATTERN FOR LIBERTY. The story of old Philadelphia. By Gerald W. Johnson. McGraw-Hill Book Co., New York. 1952. 146 pp. \$7.50.

ONE-ACT PLAYS FOR ALL-GIRL CASTS. By Marjorie Paradis. *Plays, Inc. 8 Arlington St., Boston 16, Mass.* 1952. 193 pp. \$2.50. Twelve royalty-free plays for teen-age girls.

A YEAR FROM NOW. By Marjory Hall. *William Sloane Associates, New York.* 1952. 246 pp. \$2.75. A career book for girls in college written in the form of a novel.

THE BRITISH PARLIAMENT. A short account of its constitution, functions and procedure. *Published by the British Information Services, 30 Rockefeller Plaza, New York 20, N.Y.* 1952. 27 pp.



news from the LOCALS

Dearborn wins \$6000 on single salary plan

681 DEARBORN, MICH.—“Salary increases resulting from negotiations between the Dearborn Federation of Teachers and the Dearborn Board of Education have come by way of slow, steady improvements instead of through quick, big gains,” according to Anthony Lawski, recently-resigned president of the Dearborn teachers’ union.

Specific improvements in this year’s salary schedule for Dearborn teachers show a \$100 increase in the minimums for both degrees and a \$200 increase in the maximums for both degrees.

There has also been the final development this year of a bona fide

single salary schedule, a goal of Dearborn Federation bargaining committees. The single salary schedule was accomplished when a salary differential was abolished which granted married men teachers a \$100 per year advantage.

Dearborn’s salary schedule now stands at:

Bachelor’s degree: \$3,400 minimum and \$5,800 maximum.

Master’s degree: \$3,600 minimum and \$6,000 maximum.

Last year the length of time required to reach the maximum salary in Dearborn was shortened from twelve years to ten with \$250 annual increments.

Board and Local 964 reach policy agreement

964 FERNDALE, MICH.—Early in the school year 1951-52, a committee of teachers known as the policy committee of the Carver Teachers Federation held several meetings with the Carver School administration to formulate policies under which the Carver teachers would work.

The first item on which agreement was reached dealt with the bargaining arrangements between the Carver Teachers Federation and the school board. Other subjects covered included classification of substitute teachers, leave regulations, rules governing temporary absences, status of teachers, teacher assignments, and administrator-teacher relationships.

When the policy committee and the administration had agreed on these policies, they were submitted to the school board, which adopted them after three meetings.

Fashion show proceeds swell scholarship fund

1037 LYNN, MASS.—A highly successful fashion show was sponsored by the Lynn local to raise money for its scholarship fund. Rooks Furriers provided the clothes, and the modelling was done by Harte models from Boston. Because of the fine cooperation of the Rooks management, the show was produced with a minimum of expense to the local, and as a result approximately \$400 was raised.

A committee is now making plans for a “Sports Night,” which will be another of the local’s activities for the raising of money for the scholarship fund.

Increase replaces threatened cut when Ashland Federation acts

1056 ASHLAND, KY.—Before school closed last year, it was rumored that the Ashland teachers were to receive a cut in salary. At once the salary committee of the Ashland Federation of Teachers met with the superintendent of schools and informed him that the teachers would not accept a cut.

During the summer the local worked on the problem with the city commissioners and the superintendent. Edward Weyler, secretary-treasurer of the Kentucky State Federation of Labor, came to Ashland and joined in the conferences.

The result of all these activities was that instead of a cut the teachers received an additional \$11,500 for salaries. Another \$13,500, found recently, has been added to the amount, and teachers are receiving a \$100 increase.

The Ashland local reports also that in their recent school board election three men friendly to labor, two of them carrying AFL cards, were among the eight candidates competing for three vacancies. With constant work and cooperation between the local and the central labor body, all three union-backed candidates were elected.

Reinstated local reports 200 members

207 CHATHAM COUNTY, GA.

—Last spring a small group of Savannah teachers decided to re-establish the Savannah local, which had passed into bad standing. The new president, Ashton Varnedoe, now reports that the group has grown to almost 200. Present plans of the local include a dinner meeting and many other activities.

AFT President Carl Megel addresses Schenectady group at annual fall dinner to welcome new teachers

803 SCHENECTADY, N.Y.—At its annual fall dinner, the Schenectady Federation of Teachers welcomed new teachers to the Schenectady schools. A large group, including 50 new members, heard Carl J. Megel, AFT president, give the principal address.

Mr. Megel told the teachers powerful groups "are spending fortunes to keep down the cost of your salaries."

"You can't as an individual exert much influence to counteract these groups but you can as a group work as a powerful wedge. Gains won't be made overnight but your influence in the long run will be felt."

He said cities everywhere, including Schenectady, are spending less in buying power on schools today than in 1937.

He claimed Schenectady would have to spend \$3 million more a year on its schools to equal the amount it spent 13 years ago.

The acute discipline problem today is due to overcrowding and outworn teaching methods, Megel said.

Well-planned and energetic campaign wins voters' support for increase in education fund

673 BELLEVILLE, ILL.—On June 7 the community of Belleville by a 2-1 margin passed a referendum to increase the rate of the educational fund. The prime purpose of the referendum was to increase the teachers' salaries by the adoption of a new salary schedule. Only a year earlier the voters had seen fit to vote overwhelmingly against a tax increase. As soon as was legally possible another ballot was prepared.

This year the Federation of Grade Teachers (Local 673) became a fighting force of united strength. Knowing that the press controls and molds public opinion, one of the first moves was to send committees to the editors of the two papers to present objectives. One of the newspapers had opposed the previous referendum but agreed to support this one.

In the meantime, a delegation of members met with the executive council of the Trades and Labor Assembly, who agreed to accept the plan of Federation members to go in groups of two or three to all meetings of locals in the area—a Herculean task. Some 44 locals were visited. The council gave additional help in the form of an introductory letter and a representative of the council accompanied each group.



Sixty-four new teachers met these colleagues: left to right (seated), Herbert Merrill, sec., Schenectady Fed. of Labor; Carl Megel, AFT president; Helen Adinolfi, dinner chm.; (standing), Michael Valerio, president 1150; Mrs. G. Schafer, Ann Lawton of 803; and Arthur Boehm, president of 803.

But he also put the blame on influences outside the school system.

Thousands of children are "problems" because their mothers are forced to work to supplement the family budget. These children, he declared, are being deprived of proper home training.

The AFT president also criticized television, declaring it was "de-emphasizing our American culture."

He asked teachers to help meet the problem by replanning their programs and using up-to-date classroom techniques.

Turning to problems in New York state, he blasted the Feinberg law as "vicious." He said the law was a threat to every teacher and reversed the traditional American principle of "innocent until proved guilty."

Spaghetti supper given for new teachers

1068 INKSTER, MICH.—The Inkster Federation of Teachers decided that the first objective to be reached this year was to give all new teachers an opportunity to become acquainted with the AFT and its purposes.

To provide a means for the new teachers to meet all their co-workers in an enjoyable way, a spaghetti supper was sponsored by the local. The guest speaker was Mrs. Jessie Baxter, AFT vice-president and president of the Michigan Federation of Teachers, who discussed the advantages of belonging to the AFT. Other guests were Miss Elizabeth Nelson and Mrs. Georgia Hudson of the Carver Federation, and Mr. Jerry McGrath, vice-president of the Willow Run Federation of Teachers.

The membership drive conducted by the local resulted in 90% joining and pledging active participation in the local's activities.

Adjustment boosts Milwaukee to \$6028

252 MILWAUKEE, WIS.—Milwaukee teachers will receive \$111.84 increase in a cost-of-living adjustment, based on the August BLS index. This increase will take effect on January 1, and will boost the maximum to \$6,028.

Freedom of choice gained by teachers in South San Francisco

1119 SOUTH SAN FRANCISCO, CALIF.—The Board of Trustees of the South San Francisco Unified School District has voted to accept the policy proposed by Local 1119 with regard to administrative pressure and teacher groups. The problem was brought to a focus early in September when the superintendent of schools, in an address before the entire faculty at the district institute, made remarks which the teachers interpreted as favoring one teacher group over another. The remarks made at that time were to the effect that he wanted all teachers to belong to the California Teachers Association, and further that he wanted teachers to wait at least six months before joining any other teacher group.

The South San Francisco Federation of Teachers and other teachers objected to the superintendent's making such statements before his captive audience because a basic principle was being violated—the principle of freedom of choice. In the minds of the teachers, there could not but be a definite connection between "what the superintendent wants me to believe and what group he wants me to join" and "will he rehire me for the coming year if I do not follow his suggestions?" For these reasons, his statement had to be challenged by the teachers, and had to be brought into the open for all interested persons to inspect. The superintendent tried to fight the case against him on the grounds that the State Constitution and the Federal Constitution guaranteed him "freedom of speech." However, it was brought out very clearly at the board meeting that freedom of speech does not mean freedom to say anything to anybody at any time—and further that although he as an individual still retains that freedom of speech guaranteed by the Constitution, his freedom of speech as a superintendent and an employing officer are not the same as his freedom of speech as an individual. One of the board members commented that certainly the superintendent's administrative duty did not include the recommending of one teacher group over another.

After a great deal of publicity in the Bay Area newspapers, and correspondence with the superintendent and the board, the subject was discussed at a board meeting in September. The teachers were represented by Mrs. Doane Lovelace

(president of the local), Mrs. Iva Marie Cooper (California Federation of Teachers representative), Carl Cohenour of the San Mateo County Central Labor Council, and Roland Davis, a San Francisco attorney for the Labor Council. The teachers asked that the board adopt a ruling which has been a part of the San Francisco code since 1947 and which prohibits the superintendent from speaking for or against any teacher group. After discussion, the board asked that the AFT attorney and the CTA field representative present at the meeting jointly draft a set of regulations which would be satisfactory to all concerned and that these proposed regulations be presented for adoption at the October meeting.

On Oct. 21 the board adopted the following regulations, proposed by Local 1119:

1. All employees of the South San Francisco Unified School District shall have complete freedom in joining any professional organizations as they desire.

2. Courtesies extended to any teacher organization shall be extended to all teacher organizations.

3. Use of coercion by any school employee to compel or intimidate any other employee to join or refrain from joining any organization not in violation of existing oaths required of public employees in California shall be deemed to be unprofessional conduct. However, nothing in this section is intended to prevent any employee from expressing his personal preference for one organization over another or from urging his fellow employees to join a specific organization; provided such expression or urging is clearly free from suggestion or intimidation that the status of an individual as an employee of this district is in any degree contingent on or affected by his joining or refraining from joining any association; and provided further that no administrative officer shall make such expressions at any administratively called teachers' meeting or by means of official school bulletins or use his official position in any other way to influence other employees in their choice of any organization.

4. The Superintendent of Schools shall make this policy known to all present employees and to all new employees at the time of their employment.

The teachers feel that a great forward step has been taken in

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South San Francisco by adoption of these regulations. The teachers of South San Francisco are now legally free to join professional organizations of their own choosing without fear of discrimination. In the overall perspective, the adoption of the regulations is viewed as one more step along the road of complete emancipation of the teacher from the shackles of petty persecution and undemocratic actions. The teachers are now one step closer to becoming full-fledged citizens, with all the privileges and freedom implied in the words "American Citizen." Teachers are expected to teach democracy in their classrooms. It is therefore essential that they be allowed to live it in their own professional lives.

Coffee hour used to promote AFT

484 SPRINGFIELD, MASS.—The Springfield Teachers Union recently sponsored a "coffee hour" at the clubroom of the High School of Commerce. Featured speaker was Miss M. Ruth Reavey, secretary of the Massachusetts State Branch, AFT.

"The American Federation of Teachers is a professional organization of classroom teachers dedicated to functional professionalism rather than pseudo-professionalism," said Miss Reavey.

"Functional professionalism is actual accomplishment in serving children and teachers," continued Miss Reavey, "while pseudo-professionalism is the passing of many resolutions and the discussion of educational sophistries."

Effort of Butte group raises tax levy and aids election of board

332 BUTTE, MONT.—The Butte Teachers Union put the full force of its energy behind the three independent candidates in the recent school board election and were rewarded with a sweeping victory. It was also victorious in getting a 4-mill tax levy for the operation and maintenance of elementary schools.

Your Local's Paper: Teacher, Help Yourself

If your local has a paper, it should be on the U. S. Dept. of Labor List.

Over a year ago the editor of *The California Teacher* received a request from the Periodical Division of the U. S. Dept. of Labor Library to be put on the mailing list. At the same time we received a copy of *American Trade Union Journals and Labor Papers Currently Received by the Department of Labor Library*, June, 1950.

Naturally we complied with the request; so presumably *The California Teacher* will be on any union journal list printed after the correspondence referred to. Maybe other lists have been printed since June 1950, but that is the latest one the writer has seen.

In the June, 1950, U. S. Dept. of Labor list of union journals appear the names and addresses of 334 trade union journals. How many of these are teacher union publications? Answer: Exactly four, and of these three are AFT: *The American Teacher*, *The Chicago Union Teacher*, and *The New Jersey Teacher*.

There are other lively and interesting teacher union publications such as the *New York Guild Bulletin*, *The Minneapolis Teacher*, the publication of the Detroit teacher union; how many more the writer has no idea. Why aren't all of these publications listed among the labor journals mentioned above?

Suppose you want to circulate teacher union publications on one matter or another. How do you know where to write? Apparently you don't, the way things are now. The writer suggests that every teacher union publication write to the U. S. Dept. of Labor Library and get on its list.

If your local does not have a paper, start one.

The written word has many advantages over the spoken word.

For one thing, the written word is ordinarily the product of more carefully-considered thought. When you put something down in print you feel responsible. That is what you think and you must take the consequences, good or bad. Rightly, people attach more importance to what is written down than to what is merely said (and perhaps later denied). You may be careless in speech but are much less so in writing.

More people are affected by what is written than by what is merely said. Give your words of wisdom orally and they are forgotten or misquoted and garbled.

Every teacher union local should have something to say. Every local should be based on a philosophy, on ideas. You have things you want to do, proposals to make, changes to accomplish, explanations to make, programs and announcements. Your local will not be fully effective without a paper.

To put out a paper costs money, of course, but probably much less than many of our members realize.

When your local becomes large and strong, you can print your paper. While your local is small, you will have to use some kind of duplicating machine.

Maybe you think that duplicating machines are so expensive that it is impossible for your local to have its own. So you go to your superintendent and get permission to make use of the school's mimeographing facilities. This is one way to handle the problem where your funds are very small. Some locals are doing it this way and probably in some cases it seems to be working satisfactorily. But putting out your union material with school administrators acting as middlemen will never be satisfactory to anyone needing much freedom of expression. If the school administrators are brought into the picture when you put out your paper, you will necessarily feel cramped and restricted in what you have to say.

Another way to keep down the costs of mimeographing is to go to the nearest labor union office equipped with office machines and ask to make use of them. This is all right as a temporary expedient. The writer got very fine cooperation from a local teamster union office in putting out a paper but did not have the nerve to continue on such a charity basis indefinitely.

If you are going to have the freedom of expression which comes from relying on your own efforts, your local no matter how small, will secure its own duplicator and put out its own duplicated material unaided by any other organization. The motto of Local 4, Gary, is a good one for all AFT members: "Teacher, Help Yourself."

If you have any mechanical ingenuity you can risk buying an old second-hand mimeograph cheap. If you have no mechanical aptitude, you can get some kind of new duplicator (such as the Montgomery, Ward Co. machine) for as little as forty dollars. Then a can of ink, a package of paper, a few stencils, and you are off on an editor's job—which is a first-class hobby for some eager-beaver in your local and at the same time a powerful means for advancing the interests of your local.

The writer started putting out a weekly paper in a seven-member local, charged for subscriptions, and with but little money backing from the local, kept the paper going—against opposition. A forty-dollar duplicator was used. Each issue was read by three hundred people or more, locally. Without the paper the local would undoubtedly have died.

Does your local have a publication? If it does not, start one. It is more fun than a perpetual circus. No matter how small your local, a paper will increase its influence. Your paper should be your local's most powerful weapon. *Teacher, Help Yourself!*

Fred Clayton
Editor, *The California Teacher*

Rust writes on health for Labor Journal

866 CONTRA COSTA COUNTY, CALIF.—A series of articles on health, appearing in the *Contra Costa Labor Journal*, was prepared by Ben Rust of Local 866. Mr. Rust is delegate to the County Central Labor Council and is chairman of its Health and Welfare Committee. His committee is investigating the idea of a Labor Health Institute in the county.

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JANUARY 2 TO 31

AFT delegates play vital role in Illinois Labor Convention

Delegates sent to the recent convention of the Illinois State Federation of Labor by various AFT locals in that state were active and well received. It is noteworthy that union teachers make up the tenth largest of the nearly 100 crafts affiliated with the Illinois State Federation of Labor.

Mary Wheeler, Gladys Hanson, and H. K. Story, all delegates from the West Suburban local, sponsored resolutions from the Illinois State Federation of Teachers and also from their own local. Delegates from the Chicago local sponsored two resolutions.

Marjorie Smith, of the Madison County local, was introduced to the entire convention by John Fewkes, of Chicago, who asked that other labor groups in the state assist her

in any way possible in her work as organization chairman for the Illinois State Federation of Teachers. Mr. Fewkes also introduced AFT President Carl Megel, who in turn urged the following three-point program upon the delegates:

1. Help organize teachers in your community into AFT locals.
2. Educate your members to appreciate the importance of organizing teachers.
3. Secure the election of labor people to school boards.

The delegates voted that Mr. Megel's address should be printed in full in the convention proceedings.

All seven resolutions introduced by teacher delegates were adopted by the convention. The resolutions urged the following:

1. Elimination of sub-standard teaching certificates.
2. Condemning administrative pressure to secure membership for teacher organizations.
3. Opposition to a bill permitting extension of the school term without referendum.
4. Support for a bill to permit collective bargaining between teachers and boards of education.
5. Establishing a statistical and research division under the State Superintendent of Public Instruction.
6. Recognition of experience in business or industry as equivalent to formal degrees for teaching in the vocational and technical schools of Chicago.
7. Financial aid for public junior colleges.

Noted speakers address twentieth annual Wisconsin meeting

The Wisconsin Federation of Teachers met for its twentieth annual convention early in November. The program was an outstanding one. "A Look at School Problems" and "A Look at School Politics" were the themes of the two-day meeting.

At the morning session on the first day, "The Profession of Teaching" was discussed by Harold S. Vincent, superintendent of Milwaukee schools, and "How Can Wisconsin Increase State Aid for Schools?" was the topic of George Molinaro, Assemblyman from Kenosha.

Five study group meetings offered those at the convention such interesting topics that choice was difficult.

The Milwaukee County Society for Mental Health had arranged one panel on "The Importance of Love in Child Development." "Better Human Relations" was the topic of a study section planned by the Anti-Defamation League. Other groups considered "What Constitutes a Good Salary Schedule," "Salaries and Contracts in Vocational Schools," and "A Look at the AFT."

The dinner meeting was addressed by William T. Evjue, courageous editor and founder of the *Capital Times*. His topic was "How Dynamic Labor Organizations Can Secure the General Welfare."

Meetings on the second day were devoted to analysis of the state and national elections, and to a con-

sideration of "Labor and Politics." The convention luncheon was addressed by AFT President Carl J. Megel, who spoke on "New Horizons for Education."

The election of officers and an executive board meeting closed this successful convention.

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In short, it covers everything you want to know—from what to see to how to see it, with facts, facts, facts. There's a handy guide to "How to fly it in 7 European Languages" (that section alone is also worth the price of the book). Of course, it's specific about passports, visas, customs here and in Europe, clothing to take, etc.

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Education-labor understanding is Massachusetts theme

The Massachusetts State Branch of the AFT held its 1952 conference in Boston in November. A large group of teachers from locals in Massachusetts as well as from neighboring states attended the program.

The theme of the conference was "Toward a Better Education-Labor Understanding." This theme was developed in the morning session by a symposium of four speakers: Rev. Thomas E. Shortell, S.J., of the Boston College Faculty; Prof. James J. Healy, of the Harvard University Graduate School of Business Administration; Carl J. Megel, AFT president; and Miss M. Sophie Campbell, president of the Rhode Island Federation of Teachers. Other speakers at the morning session were John J. Del Monte, Commissioner of Labor and Industries of the Common-

wealth of Massachusetts, and Francis J. Lavigne, Director of Education, Massachusetts Federation of Labor.

Following the morning session there was a luncheon session, at which the principal speaker was Nelson Cruikshank, Chief Labor Advisor of the Mutual Security Agency and formerly Chief of the Paris Branch of the Marshall Plan. Other speakers included AFT Secretary-Treasurer Irvin Kuenzli, Henry J. Brides, president of the Massachusetts Federation of Labor, Kenneth J. Kelley, secretary-treasurer and legislative agent of the Massachusetts Federation of Labor, and Harold W. Buker, D.D., of the First Baptist Church of Lynn.

Theodore E. Kyrios, president of the Massachusetts State Branch of the AFT, presided at the conference.

A. F. T. Literature

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